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REPORTS OF THE PRESIDENT AND TREASURER

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The University Catalogue

The Alumni Address List

The Reports of the President and Treasurer

Announcements

THE

REPORT OF THE PRESIDENT

OF

The University of Rochester

AND THE

REPORT OF THE TREASURER

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The Report of the President

To the Trustees:

By the courtesy of Acting President Burton I have the privilege of reporting at this time on a part of the observations which I have been able to make during this year of absence from my regular duties in Rochester. After a delightful and profitable summer in England, our family settled for the autumn in the quaint and highly interesting German university town of Göttingen. The Georgia Augusta University in that city has peculiar interest for many reasons, and, at the present juncture in our development, particularly because there more than at any other German university serious attention is being given to the intimate connection which should exist between applied science and the pursuit of the more familiar lines of liberal culture. This development began at Göttingen a little over ten years ago, and is chiefly due to the far sighted and efficient efforts of Professor Dr. Felix Klein, renowned the world over as one of the first mathematicians of our time.

It may be well to allude to the fact that although work of the first quality in technology and applied science has been at home in the German educational system for more than a century, it is only very recently (on the occasion of the centenary of the Technical School at Charlottenburg, Berlin, in 1899) that the technical schools have been officially recognized as on a par in dignity and privileges with the universities, which for generations have made Germany the world's leader in the pursuit of pure science. Owing chiefly to the initiative of the Emperor, the Charlottenburg centenary was made the occasion for granting to the technical

"high schools" of Prussia the full privileges and dignities of universities, thus setting them on an equality with their older sisters in the hierarchy of learning. Notwithstanding this official recognition, however, the attitude of the universities towards the technical schools is still one of undisguised condescension and often of dislike. It is this fact which lends chief significance to the recent developments at Göttingen.

Those developments have been largely due, as I have said, to the efforts of Professor Klein, who has insisted that a knowledge of the work which has been and is being done in the field of applied science is of primary importance for the student of science for its own sake. The new undertakings at Göttingen do not indicate an intention to develop there a technical school affiliated with the university, but rather a purpose to abandon the foolish attitude of contempt for "bread and butter" studies which is traditional in the universities, and to give to university students the advantages which may be found for the pursuit of pure science, from the methods and point of view of the study of science in its industrial applications.

As this departure was novel, provision for the new undertaking could not be looked for from the educational department of the Prussian government. Accordingly there was organized in 1897, largely through the efforts of Professor Klein, an association called *Die Göttinger Vereinigung für Angewandte Wissenschaft* (The Göttingen Association for Applied Science). This association is a voluntary one, consisting of several members of the Göttingen faculty, some professors from other German universities and technical schools, representatives of the Prussian department of education (*Cultusministerium*), and several leaders in scientific industry. The purpose of the association is to foster the study of applied science in Göttingen by creating an aca-

demic public opinion in favor of such studies in a university and by providing means to secure the essential equipment for such studies, pending the time when the government (which supports university education in Germany) may feel justified in giving full recognition and support to the new departure.

As a result of the efforts of this association, the government has provided for the university a new and splendidly equipped physical laboratory, and the government, in conjunction with private contributions from members of the association, has associated with this laboratory a unique Institute for Applied Electricity (Elektrotechnik). These new buildings released the space previously devoted by the university to the physical laboratory, and these old quarters have been equipped, by means provided by members of the association, for two other unique institutes—an Institute for Applied Mechanics, and an Institute for Applied Mathematics. The association has further interested itself in two other branches of physical science in the university—the Institute for Physical Chemistry and the Geophysical Institute.

Inasmuch as Göttingen has been renowned for generations for its work in natural and physical science, it is not necessary to guard against the impression that these institutes represent the whole of the scientific equipment of the university. In chemistry, in botany, in astronomy, in physiological psychology, as well as in the whole wide field of medicine and surgery, that equipment is noteworthy. But the institutes mentioned are those particularly fostered by the new Göttingen Association, and whose work marks particularly the new development which has deeply interested me.

The Institute for Physical Chemistry, first organized by Professor Nemst, who is now in Berlin, and now under the

direction of the able and affable Professor Dr. Gustav Tammann, works rather on the borderland than in the specific fields of applied science. Its methods are therefore not so unique as the problems to which it sets itself. A similar remark may be made concerning the Geophysical Institute, which under the direction of Professor Dr. Emil Wiechert, has been developed into one of the most important stations in the world for the study of earthquakes and of the magnetic phenomena of the earth and of the atmosphere. These studies must also result in much knowledge of high practical importance. But the methods by which they are pursued are necessarily those of the scientific pioneer. These two institutes are associated with the new work in applied science because they are branches of the one large science of physics, and because the institutes are directed by men in full sympathy with the aims of the Göttingen Association. Much the same might be said of the Physical Institute (as the physical laboratory is called) under the direction of Professors Dr. Edward Riecke and Dr. Waldemar Voigt; for the investigation of the phenomena of light and sound and heat and electricity is also a pioneer work. This work, however, is more intimately reacted upon by the developments of scientific industry than that of physical chemistry or geophysics. Moreover the professors in charge have from the outset been intimately identified with the work which resulted in the formation of the Göttingen Association for Applied Science.

While the spirit of the new movement rules in all these institutes, that which is now peculiarly characteristic appears in the remaining three—the Institutes for Applied Mathematics, Applied Mechanics, and Applied Electricity.

The most unique although the least elaborate of these three is the Institute for Applied Mathematics, under the direction of Professor Dr. Karl Runge. It is significant

that he was called to a chair of mathematics in the University from a similar position in a technical school. He brought with him thus an intimate familiarity with the methods in mathematics which technical experience has found efficient. Two features are specially striking in the work of his Institute: (1) The provision for instruction in mechanical drawing for students of pure mathematics, so that they may be able to avail themselves to the full of the more modern graphical methods of dealing with higher mathematical problems; (2) the provision of the most recent calculating machines, planimeters, integraphs and the like, for the use of duly qualified students, so that they may on the one hand be familiar with the time-saving processes in vogue in the larger engineering calculating offices, and on the other may save their own time by using such instruments, so releasing both time and strength for attention to more advanced problems. In nothing which I have seen is the value of such a linking of the interests of pure and applied science as has developed at Göttingen so clearly manifest, as in this method of dealing with higher mathematics. It is thus treated as a science intended for use, not simply for discipline. And nothing of discipline is lost, because the time and strength gained by labor-saving devices is available for the pursuit of still higher problems. The method impressed me as at once uniquely practical and scientific.

More elaborate, although no more interesting, is the equipment of the Institute for Applied Mechanics under the direction of Professor Dr. Ludwig Prandtl. He, like Professor Runge, was called to Göttingen from a technical school and brings to his work the advantage of a technical experience. His laboratory is equipped with apparatus for teaching the strength of materials, for the study of hydraulics, the steam engine, oil engines and the like, as well

as for the study of the more primary mechanical phenomena and laws. That which impressed me was (1) the provision made to exhibit in practical ways the working of the theories set forth in the science of mechanics, and (2) the recognition of the fact that mechanical phenomena rarely present themselves with theoretical simplicity, and that therefore a scientific study of mechanics must take cognizance of that complexity which the student of scientific industry finds to be the characteristic of applied mechanics. Therefore the equipment for hydraulics, thermodynamics, and the testing of materials. To any one who recalls the bewilderment of imagination which for many students follows the attempt to master the mathematics of mechanics, the wisdom of the provision at Göttingen is obvious.

A similar though still more elaborate and complex equipment is that provided in the Institute for Applied Electricity under the direction of Professor Dr. Herman Simon. That equipment fully illustrates the various applications of electricity for power, for lighting, and for telegraphic and telephonic communication, including a large and elaborate installation for wireless telegraphy and telephony. It was a satisfaction to note a close parallel in this equipment to that which Professor Lawrence has provided in his electrical laboratory. Like that in the Institute for Applied Mechanics at Göttingen, this equipment is not that of a technical school, but rather of an institute for the study of the science for its own sake. But as such it recognizes that the science cannot be adequately studied apart from the complex phenomena which are presented in its applications, and in those applications in their most recent and advanced form.

For obvious reasons I am atttempting here no description of these various equipments. That has been rendered superfluous by the full and magnificent description issued by the Göttingen Association on the occasion of the opening of the

new Institutes for Physics and for Applied Electricity, a beautiful copy of which was most courteously presented to me for our library by Professor Simon. My interest here is rather in reporting what is to me a most significant educational development, in the recognition of (1) the contributions which applied science has to offer to the study of science for its own sake, and (2) the advantage which such study of pure science may find in the methods presented by practical engineers and leaders in scientific industry. This educational development cannot stop with a modification of our treatment of physical science. It must influence our whole attitude in education, banishing the fear that culture will lose its fineness and its power if it brings itself to the test of practical efficiency and subjects its processes to the criticism of the practical experience of later active life.

My report would be wholly incomplete if I omitted to express my appreciation of the generous attention and courteous assistance given to me by Professor Klein and his colleagues in this new movement. To Professor Runge in the Institute for Applied Mathematics, and Professor Prandtl in that for Applied Mechanics, to Professor Voigt in the Physical Institute and Professor Simon in that for Applied Electricity, to Professor Wiechert in the Geophysical Institute and to Professor Tammann in that for Physical Chemistry I owe heartiest thanks for time generously given to conduct me about their institutes and to explain the equipment and its purposes. To Professor Prandtl I am further indebted for initiation into a delightful custom in his laboratory, having been invited to share with him and his staff a cup of tea which is served most informally every afternoon in the laboratory at the close of the day's work. To Professor Klein I am in large measure indebted for all that I learned of this most interesting development at

Göttingen. From his extremely busy life he gave me time and most helpful attention, which not only opened for me these opportunities at Göttingen, but also guided me largely in my visits to the other German institutions of which I shall speak below. Himself no stranger to American life, and appreciative of the private generosity which sustains so many of our American colleges, he sympathetically entered into my problem and gave me suggestions without which my observations in his country would have lost much of their value for me and for our work. It may not be out of place to add in this connection that by a happy coincidence the same highly accomplished lady, Fraülein Helene Schlotes—known to multitudes of former American students in Göttingen—who assisted Professor Klein to prepare for his intercourse with our English speaking people when he visited America in 1893, also refreshed my acquaintance with the German tongue so that I might more readily learn something from the treasures of her fatherland.

I regretted that time did not permit me to examine with equal detail the other aspects of the work of the University at Göttingen. I could only attend a few of the lectures. For that privilege I am indebted in particular to Professor Max Lehmann, Professor Emil Schürer, and Professor Bousset.

With more conciseness I must refer to my visits to several of the most eminent technical schools of Germany. Of these the first visited was the new and highly interesting Commercial University (*Handelshochschule*) at Cologne. Attention to the higher education for business is a characteristic of the recent development of German commerce, and the character of that higher education is an indication of the thorough and serious way in which the German business community is applying itself to the commercial conquest of the world. The *Handelshochschule* in Cologne

was founded by the generosity of a wealthy citizen, the late Gustav Mevissen, in co-operation with the Chamber of Commerce in that city. It is maintained by the city. The direction of its educational work is in the hands of Professor Dr. Christian Eckert, a man of evident energy and power. It offers instruction in all the aspects of economics, in commercial law, in insurance, in commercial geography, in business methods, and in the practical use of modern languages, in addition to such an introduction to natural and physical science as may be of value to men who propose to enter the life of larger commerce. I was much impressed by the equipment of the magnificent new buildings, and still more by the provision made by the administration for excursions during the long vacations, on which companies of students are taken to different foreign ports with which Germany has dealings. One such excursion visited all the important ports of the Mediterranean in the summer of 1907, another went to the German African colonies in the summer of 1908. A professor accompanies these excursions and lectures on the characteristics, the commerce, the financial traits, the products, and the commercial demands of the places visited. Each student on his return is expected to submit a report of the excursion with his observations upon what he has seen. Director Eckert was most cordial and courteous in his reception and did everything to make my visit profitable.

My other visits took me to the Technical Schools (*Technische Hochschulen*) in Aix la Chapelle, Charlottenburg (Berlin), Dresden, Vienna, and Munich. At each of them I was impressed with the great expansion in provisions for this form of education which is everywhere apparent. Old buildings over-crowded, new buildings in process of construction or being planned, and such new buildings on the scale of large dimensions and lavish expenditure. At

Aix la Chapelle the Rektor, Professor Dr. Wilhelm Borchers, afforded every facility for the observations which I desired to make and himself conducted me over the new building just completed for the use of the division of Mining Engineering. I was particularly impressed by the type of work which is being done in the machine laboratory under Professor Junker's direction. It is not simply a training in customary tests on engines, but leads the students into inquiries on the borderland of applied thermodynamics, in the problems of efficiency in fuel consumption and steam temperatures and the like. The spirit of investigation was everywhere manifest—that which has made Germany the world's leader in science. I had the good fortune to meet, besides the Rektor, Dr. O. Grotian, professor of electrotechnique, and Dr. K. Haussmann, professor of surveying.

At Charlottenburg (Berlin) the Pro-rektor, Professor Dr. Kammerer, extended to me similar courtesies to those which had been shown me at Aix la Chapelle, and I had full opportunity to inspect the equipment of that very extensive technical school. The most elaborate provision is that which has recently been for the department of technical chemistry under the direction of Professor Dr. Otto N. Witt. By Professor Witt's courtesy I was afforded the opportunity for a very complete inspection of the building and its equipment, many features of which offered very valuable suggestions.

At Dresden as elsewhere every courtesy was extended to me, thanks to the Rektor, Professor Dr. R. Möhlau; Dr. Walther Hempel, professor of chemistry; Dr. Friederich Renk, director of the Hygienic Institute; Dr. Robert Wultke, professor of economics, and others. I was particularly interested in the work of the Hygienic Institute, where the Technical School and the Royal Saxon Health Commission co-operate in the study of various problems af-

fecting the public health, and where the institute trains men for service as sanitary engineers, and on health commissions and the like. At Dresden the most extensive equipment has been made for the division of Mechanical and Hydraulic Engineering, special provision having been made for the study of all forms of power machinery, and in particular for those types of internal combustion engines which are now rising into such practical importance.

From Dresden I went to Vienna, where I found a most lavish provision for still another division of technology—electrical engineering, as at Aix la Chapelle I found notable new provisions for mining engineering, at Charlottenburg for technical chemistry, and at Dresden for mechanical engineering. My thanks for courteous reception are due to the Rektor, Professor Dr. Edward Dolezal, and to his colleagues, Dr. Bernhard Kirsch, director of the materials testing laboratory; Dr. Johann Sahulka, professor of electrotechnique, and particularly to Professor Dr. Karl Hochenegg, director and in large part creator of the new electrotechnical laboratory. In the equipment of this laboratory unique success has been attained in securing facility and simplicity in the erection and use of apparatus by the students. In very many details, which are clearly set forth in an official description of the building which Professor Hochenegg courteously gave me, the arrangements offer very valuable suggestions for less elaborate equipments, some of which I hope we may use in Rochester. To the materials testing laboratory of Professor Kirsch I am also indebted for many suggestions.

The last of the German technical schools which I visited was that at Munich, where I found the same over-crowded condition which I met everywhere, and the same active expansion to meet the increasing demands. The Rektor at Munich this year is Dr. Moritz Schröter, professor of me-

chanical engineering. From him, from the secretary of the University, Dr. Panz; from Dr. Johann Osanna, professor of electrotechnique; Dr. Hermann Ebert, professor of physics; Dr. August Föppe, director of the materials testing laboratory; Dr. Walther van Dyck, professor of mathematics, and others I received every courteous attention. In the electrotechnical laboratory of Professor Osanna in particular I was greatly interested in the methods employed and the practical judgment which those methods must develop in the students.

This tour of the more prominent German schools of technology was an important supplement to my observations at Göttingen in two particulars: (1) in showing the broad extent of the popular interest in applied science, to which the Göttingen faculty is giving wise recognition, and (2) in showing the genuine university spirit which prevails in these technical schools. Everywhere I found great eagerness for the solution of new problems in the field of applied science, a devotion to patient research worthy of the best traditions of German scientific inquiry, and a patience and practical judgment which showed the natural and helpful character of an intimate alliance between the pursuit of culture and the methods of applied science. All of this confirmed in my mind the conviction that our proposed new departure in this direction at Rochester should simply bring to more perfect realization the ideals of our past, by providing an education which shall develop fullest manhood by means of studies of highest practical value.

One other institution visited by me in Munich merits a far fuller notice than I can give it. That is the new German Museum in Munich. This museum aims to exhibit in practical working the laws of physical science and their various application, simple and more complex. From the familiar experiments of the physical lecture room to the

practical working of mines, of railways, of canal systems, of telegraphs, telephones, X-ray apparatus and the like, the whole field is covered in a way to offer opportunity to the public to learn by observation just what advances practical and theoretical science have made. And these advances are exhibited historically, *e. g.* the telephone is exhibited from the earliest crude attempts to the most recent developments of automatic switchboards. While in one sense far removed from the work of the technical schools, this museum in another sense is the intimate colleague of those institutions, as it seeks to educate the people in the correct understanding of physical laws and a correct knowledge of the history of scientific industry.

During my tours about Germany I also interested myself in observing many other aspects of education both technical and cultural, particularly the work of the classical gymnasium at Göttingen, and that of the continuation schools of Düsseldorf and Munich, and of secondary technical schools like that at Elberfeld-Barmen. But this is not the place for a report on those schools.

I was in England during the summer, when educational institutions were not in active operation. I did visit several and examined their equipment with much interest and profit. I expect, however, to visit England again before my return, and in a later report to give a fuller account of my observations there, as well as in Italy, France and Switzerland.

I greatly appreciate the privilege which the trustees have granted me of making these observations, and trust that our work at Rochester may profit by them sufficiently to justify your action in giving me the present leave of absence. I must also express my profound appreciation of the efficient manner in which Professor Burton and my other colleagues have conducted the work of the University this

year, as well as for the particular attention given to that work in my absence by the president of the board and other trustees.

It may be permitted me also to express in this connection my warm appreciation for the manner in which Mr. Williams, our attorney, has successfully defended our interests in the Morgan estate case, securing the confirmation of our claims from the highest court.

With growing belief in the great promise and significance of our work in Rochester, I am,

Your obedient servant,

RUSH RHEES.

Rome, April, 1909.

The Report of the Acting President

To the Trustees of the University of Rochester:

In the absence of the President of the University I have the honor to submit the following report as Acting President for the year ending June 16, 1909.

ATTENDANCE

The enrollment at the publication of the annual catalogue in December was as follows:

	Men	Women	Total
Graduate Students	2	4	6
Seniors	31	15	46
Juniors	33	30	63
Sophomores	59	23	82
Freshmen	76	40	116
Special Students	30	9	39
Totals	231	121	352

CANDIDATES FOR BACHELOR'S DEGREES

	Seniors	Juniors	Sophomores	Freshmen	Total
Classical	13	24	21	18	76
Philosophical	16	23	28	41	108
Scientific	17	16	33	57	123
Totals	46	63	82	116	307

If the attendance be compared with that of last year, it appears that the number of undergraduates in the regular

courses remains nearly the same, viz. last year 308—198 men and 110 women, this year 307—199 men and 108 women. The number of classical students has diminished from 93 to 76. The philosophical students remain nearly the same: last year 107, this year 108; while the number included in the various scientific groups has increased from 108 last year to 123 this year.

In his last report President Rhees distinguished three varieties of special students: (1) temporary specials, who intend finally to become regular students, but whose preparation is incomplete in a single department, and who are therefore permitted to take in college the studies which they lack; (2) ordinary specials, who are fully prepared for college work, but desire to spend a year or two only in special studies; (3) extraordinary specials, who though unprepared for full college work are permitted to take studies in those departments which they are fitted to enter.

Of the 38 special students enrolled this year, 20 belong to the first of these three classes, 16 to the second and 2 to the third, as compared with 24, 21 and 9 respectively last year.

THE FACULTY

The newly appointed professors and instructors, named in the report of the President last July and in the autumn number of The Bulletin, entered upon their duties at the opening of the year, and without exception have conducted the courses assigned to them with the utmost fidelity and with marked success.

Professor W. C. Morey has been obliged by reason of his own and Mrs. Morey's health, to ask for leave of absence during the spring term. The students who have elected his

course in International Law in that term are taking it privately as a reading course under his direction. Professor Morey expects to resume full work at the opening of the next autumn term.

CHANGES IN THE CURRICULUM

Those departments in which new instructors have entered upon service this year, have, naturally experienced most development. The details will be found in the department reports quoted in another place.

The changes may be briefly summarized as follows: In Rhetoric and English several new elective courses have been offered, and the training in Public Speaking has been largely extended. New electives have been added both in History and Economics. In Chemistry the number of courses has been greatly increased, the capacity of the laboratory has been doubled and the increased facilities are fully employed. In the department of Mathematics a course in Mechanical Drawing has been added.

THE COMBINED COLLEGE AND MEDICAL COURSE

The plan announced in our catalogue for 1907-8 and more fully explained by President Rhees in his last report, by which students in this college who expect to study medicine may save a year in the combined college and medical courses, has attracted much favorable comment. President Butler of Columbia University in his annual report says:

"It will be observed that the Rochester plan has the advantage of offering to the individual student in a separate college the advantages of the combined courses with out depriving the student of his membership in the separate college. He may choose to pursue the study of medicine at any one of a dozen university medical schools, but he re-

mains in sentiment and feeling a student of The University of Rochester, is graduated with his class and takes his place with its Alumni. This plan certainly seems to be wiser than any alternative that has yet been suggested."

Dr. Albert Van der Veer of Albany, is reported in the New York Medical Journal for January 30, 1909, as saying:

"I have advocated a combined course whereby the student could enter upon his studies and secure his baccalaureate and medical degree sufficiently early so as to begin his professional life at a less advanced age. It seems to me The University of Rochester has made very clear the method whereby this combined course can be carried out."

Dr. R. S. Copeland, Dean of the New York Homoeopathic Medical College, writes:

"I wish to congratulate you upon the advanced ground you are taking in this matter. Many a prospective student in medicine wishes the benefits of a college education but is financially unable to spend eight years in acquiring the bachelor's degree and the medical degree. I am sure your plan of combination is bound to be popular. It certainly is just."

It will be remembered that the plan requires the student to take in the first three years all the prescribed studies of his course and permits him to substitute the first year's work in an approved medical school for one year's elective work in college. At the close of the first year in medicine he receives the bachelor's degree for a four years' course which is not less comprehensive and thorough than the ordinary four years' course taken wholly in college. Three years later he receives at the medical school the degree in medicine, having completed the combined college and medical course in seven years.

A more radical plan of combination has been adopted by certain universities which have medical departments. They offer to count the first *two* years of the medical course toward the bachelor's degree, thus enabling the student to

complete the combined courses in six years, two of which are taken in the collegiate and four in the medical department.

The New York State Department of Education, which has for several years approved the bachelor's degree conferred on a seven years' plan, has recently considered the question of approving the degree when obtained by the six year combination course. A conference of representatives of the colleges of the state was called by the Commissioner of Education to meet at Albany on February 9, 1909, to consider the following question: "Does the combined six years' course upon which the A. B. and M. D. degrees or the B. S. and M. D. degrees are conferred, impair the integrity of the A. B. and B. S. degrees?"

Both the affirmative and the negative of this proposition were vigorously defended. In the course of the discussion the Rochester plan was stated and explained, emphasis being laid on the fact that a student who follows it is required to take those disciplinary and cultural studies in language, literature, mathematics, science, history, philosophy, etc., which give the college course its distinctive value. It was also stated that we do not at present favor the acceptance of an additional year of medical work toward the bachelor's degree, since subjects of a purely technical and professional character would thereby be admitted, while important cultural studies would be excluded. At a later day a written statement embodying these views was forwarded to the Commissioner of Education.

On April 1, 1909, the Board of Regents passed the following rule:

"A college or university may be registered as maintaining a satisfactory standing for one full year of medicine when the combined course for the baccalaureate and medical degrees is not less than seven years; and a university maintaining a registered medical school may be registered as

maintaining a satisfactory standing if it shall confer academic degrees and medical degrees as a result of a combined course covering six years, provided the diploma conferring the academic degree, whether it be conferred at the end of four years or at the end of six years, shall clearly indicate that such degree is conferred as the result of concurrent courses covering six years; but this must in no case be construed to mean that less than four years' work in subjects essential to a liberal education will be approved as the basis of the academic degree."

It appears that, as was anticipated, the State Education Department has decided to recognize the six year combined college and medical course when pursued in a university maintaining a medical school. It may be doubted whether the provisions of the rule which seem intended to insure that the six year course shall include the liberal studies of the college curriculum really do secure that end; for it is not easy to see how the diploma conferring the academic degree at the end of four years can possibly indicate that the degree is conferred as the result of courses covering six years, or how four years' work, two years of which constitute the first two years of the medical course, can possibly consist exclusively of subjects ordinarily considered essential to a liberal education.

THE DEPARTMENT OF APPLIED SCIENCE

While President Rhees, as indicated in his report in this number of The Bulletin, has been investigating the methods employed in Europe in the teaching of applied science, Mr. Millard C. Ernsberger of the class of 1888, now of Cornell University, has at the request of the Trustees been occupied in studying certain practical questions of detail relating both to the course of study to be offered and to the plans and equipment of the new building. Mr. Ernsberger's suggestions have been submitted to President Rhees by letter and

have received his criticism, with the result that a four years' course in Applied Science on the lines laid down in the President's report of last year, pp. 20, 21, has been quite definitely mapped out. Such part of the technical work of the first half of the course as can be given without the new building will probably be offered during the next college year.

At the same time progress has been made by the architects in the plans of the Carnegie Building. They have been in frequent correspondence during the year with Dr. Rhees and with Mr. Ernsberger. The building, which will occupy the northeast corner of the campus, will cover an area of about 60 ft. by 120 ft. and will consist of two stories and a basement. In general the basement will be devoted to the purposes of a mechanical laboratory, the first floor to lecture and recitation rooms and offices, and the second floor to drawing rooms. The construction will be such as to admit of the removal and replacing of partitions without injury to the building in general and at minimum expense. It is expected that the erection of the building will be begun early in the autumn.

PUBLIC LECTURES AND ADDRESSES

On the evening of January 22, 1909, a lecture was given in the chapel in Anderson Hall, by Grove Karl Gilbert, LL.D., of the class of 1862 on "The Sierra Nevada of California," illustrated by a large number of fine lantern slides. The lecture presented accurate scientific information in an remarkably clear and entertaining style. The eminence of Dr. Gilbert as a geologist and the importance of his writings and discoveries, chiefly in the service of the United

States government, combined with the fact that he is a native of Rochester and is well-known to many of our citizens, made his visit an unusually interesting event.

The Lincoln Centenary was celebrated under the direction of the Students' Association, by a mass meeting of the students and their friends in the gymnasium on the morning of February 12, 1909, at which an admirable address on "Lincoln's Elements of Greatness" was delivered by the Rev. Dr. Charles C. Albertson, of Rochester.

The annual sermon on the Day of Prayer for Colleges, was delivered by the Rev. Dr. J. W. A. Stewart, Dean of the Rochester Theological Seminary, before an audience composed almost exclusively of University and Seminary students, which completely filled the chapel.

The extremely creditable presentation of Milton's "Comus," on the evening of December 9, 1908, by the students of the English department, is described in Professor Slater's report.

A lecture in the German language was given in the chapel on the evening of November 11, 1908, by Carl Hauptmann, brother of Gerard Hauptmann, and one of the foremost men of letters of Germany. The lecture consisted chiefly of readings from his poems and dramas, and was greatly enjoyed by the audience, which was made up for the most part of German citizens of Rochester.

The Alliance Française has had weekly meetings at the University during the current academic year. Among the lecturers who have addressed the society may be mentioned: Professor Guerlac of Cornell University, Madame Casassa of Buffalo, and Monsieur André Tridon of New York. Considerable local talent has also been heard. The subjects of the lectures have been chosen largely from literature and history.

In this connection it may be mentioned that the congrega-

tion of the First Reformed Church, whose building was destroyed by fire on April 13th, has since that time held its Sunday services, conducted both in Dutch and in English, in the college chapel.

ALUMNI GATHERINGS

I have greatly enjoyed the privilege of attending, as the representative of President Rhees, several gatherings of Alumni of the college that have occurred during the year. The meeting in New York on December 18, 1908, was intended as a celebration of the completion of the Carnegie Fund of $200,000. About sixty men were present. Mr. William R. Willcox, who secured Mr. Carnegie's gift of $100,000 and was most active in obtaining other subscriptions in New York City, presided. Professor Morey was present as the guest of the New York Alumni and was received with great cordiality. The usual gathering of the University of Rochester School Masters' Club occurred at Syracuse on December 29, 1908, at which twenty-five Alumni who are engaged in teaching met to testify their loyalty to the college. The meeting at Rochester on March 22, 1909, was one of the largest and most enthusiastic mid-winter gatherings ever held by the Rochester Alumni. Mr. Willcox was the guest of honor and the occasion was utilized to convey to him the cordial appreciation by the Rochester Alumni of his recent valuable service to the college and the interest which prompted it. The meeting at Buffalo on April 23, 1909, attended by twenty-seven men, several of whom have passed three score years and ten, was nevertheless characterized by youthful enthusiasm. That at Chicago on May 1, 1909, at which twenty-five men were present, was remarkable for the number of mature and distinguished graduates who gathered to do honor to their Alma Mater.

THE ALUMNI MAINTENANCE FUND

The Board of Managers of the Associated Alumni, under date of February 26, 1909, sent to every man named in the Alumni Address List, a circular letter, stating the results of last year's appeal for contributions to the Alumni Maintenance Fund, enumerating the increased facilities provided this year in the way of instruction and equipment, and calling for subscriptions to meet the anticipated deficit in current expenses for the year. This was followed by a second letter on May 1st.

The cash payments received up to the date of this report amount to $1,732.91, including one gift of $500 and four of $100 each— an increase of $236.91 over the amount received at the corresponding date last year. These contributions, summarized by classes, are acknowledged on page 61 of the accompanying report of the Treasurer.

THE APPLIED SCIENCE FUND

At the last Commencement, President Rhees announced that subscriptions in excess of $100,000 had been secured to meet Mr. Carnegie's offer of $100,000 towards a building for Applied Science. At the date of the President's report a year ago, $25,559 had already been paid. Before the 1st of January, 1909, practically the entire subscription was received, the total amount paid at this date being, $100,828.

THE MORGAN ESTATE

The final decision of the Court of Appeals of the State of New York in the Morgan case was rendered March 5, 1909. By this decision the entire estate of Lewis H. Morgan and his wife becomes the property of the University. The total

value of the two estates, after the expenses of the litigation have been paid, will probably exceed $80,000. The industry and ability shown by the attorney for the University, Mr. Charles M. Williams, of the class of 1871, in the conduct of this case, have been most highly praised by the lawyers who have been familiar with the litigation and are appreciated by all the friends of the University.

OTHER GIFTS RECEIVED DURING THE YEAR

An oil painting of Mr. John Nichols Wilder, the first president of the Board of Trustees of the University, has been presented to the college by his daughter, Mrs. Almon Goodwin, in the name of her brother, the late Farley Wilder. This is an interesting memorial of a genial and gifted man, one of the most active and enthusiastic supporters of the movement for the establishment of the University in 1850, who contributed generously to its funds and devoted time and energy without limit to the promotion of its interests, having even changed his residence from Albany to Rochester for that purpose.

A map of Monroe County, dated 1839, accompanied by a short description of the county and a statistical table showing the population, acreage, valuation, and other items regarding the several towns, has been presented to the University by Miss Perces Wilson and Mr. Thomas O. Conant, of New York City. The map belonged to the estate of Henry Wilson, who resided in Rochester in those early days. It has been suitably mounted and deposited in the college library.

Generous contributions have been made during the year by Mr. Hiram W. Sibley for the purchase of works in the musical library, and by Mrs. James S. Watson for art periodicals in the general library. Mrs. Watson and Mrs.

W. R. Taylor have defrayed this year, as hitherto, the expense of the lectures on Italian Art given by Dr. Elizabeth H. Denio. The cost of securing the lecture in German by Carl Hauptmann, referred to elsewhere, was met by contributions from several German citizens of Rochester.

The usual payments for prizes and scholarships have been made this year by Mr. Joseph T. Alling, Dr. Charles A. Dewey, Dr. Richard M. Moore, Dr. Ira S. Wile, Mr. William E. Sheppard and the Society of Colonial Dames of the State of New York.

To complete the record for the year the following gifts should be named here which were more fully described in the autumn number of The Bulletin: A students' notebook case for the Library, by the class of 1907; a bronze tablet in Anderson Hall with inscription concerning the naming of the building, and the name itself in bronze letters over the entrance, by the Anderson Memorial Committee; the grading of the athletic field on the Campus and the construction of new bleachers and a canvas enclosure, by the University Council.

THE VAN DUZEE BEQUEST

Information has been received through the attorney of the late Ira D. Van Duzee who died recently in Boston, that Mr. Van Duzee left to the University in his will the sum of $5,000, to be paid on the death of the testator's father and mother, two sisters and a brother. Only one of the five survives the testator; the bequest is therefore dependent on only one life estate. Mr. Van Duzee was a student in the college in 1852–53 as a member of the class of 1856. The will directs that the fund is to be known as the I. D. Van Duzee Scholarship and that the income is to be used for "the support and education of one worthy student."

THE COLLEGE BUILDINGS

The crowded condition of the class rooms in Anderson Hall made it necessary early in the year to remove the students' coat racks into the corridors, but it was soon found that they were no less in the way there than in the rooms. At the same time several instances of the loss of coats by theft occurred. To remedy both these evils the large south-east room in the basement was fitted up as a coat room and the door was provided with a combination lock with which the students only are familiar.

A wire-enclosed fire-escape of the most approved pattern has been placed on the north side of Anderson Hall in place of the simple ladder that has hitherto done service there. The new structure affords to women as well as men an easy and safe exit from each of the three floors in case the stairways in the centre of the building should become impassable.

The problem of the ventilation of the lecture rooms in Anderson Hall and of the library in Sibley Hall is as yet unsolved. With two or three exceptions the rooms in the former building receive fresh air only through open windows —a method productive of drafts and consequent colds, and even the rooms communicating with the air shafts installed a year or two ago are still very imperfectly ventilated. In the library, although fresh air heated by indirect radiation is constantly entering the room, the system of floor registers, twelve in number, with connecting ducts intended to carry off the foul air, is almost wholly inoperative. We have been obliged to resort to the primitive method of opening windows behind the steam radiators—a method practicable only in mild weather and affording only partial relief. Probably some system of ventilation by power-driven fans will be found necessary in both buildings.

THE REPORTS OF THE FACULTY

The usual reports of the work of the year have been handed me by the several instructors in the college. These reports are accessible to any member of the Board who wishes to read them. From them has been compiled the usual statement of the courses of instruction given in each department, which is appended to this report. The following items seem worthy of special mention:

Rhetoric and Public Speaking. Professor Slater says: "New emphasis has been laid on the rhetorical work required of Juniors and Seniors, consisting of argumentative writing, debates and Senior orations. Considerable interest has been developed in debating. Intercollegiate debating was revived this year by the acceptance of a challenge from Colgate. The largely increased amount of time available for instruction in Public Speaking through the appointment of Assistant Professor Frazier has begun to show results. The Freshmen have had frequent practice in extemporaneous speaking as well as in the delivery of prepared speeches."

Dr. Havens reports that his work with the Freshmen in the first term was very heavy. "A good student assistant would be a great help. A large part of the first term in Rhetoric was spent in teaching sentence structure, punctuation and even spelling."

English. Professor Slater reports: "The required Sophomore work in English Literature, English 1 and 2, has been regarded as in a sense the most important in the department, inasmuch as many students elect no English. An effort has been made therefore not chiefly to secure the memorizing of facts about English authors, whether by a lecture or a text-book method, but to develop by class reading of selected masterpieces a taste for good literature. This task, which is supposed to be performed by the high schools and is so performed in some cases, remains an important

part of the college teacher's duty towards students without natural liking for poetry, drama and essays. By requiring outside reading and occasional tests upon the textbook, a groundwork of information preparatory to elective courses is also laid.

"Among the elective courses offered attention may be called to a new course for Seniors preparing to teach English, combining a study of teaching methods in rhetoric with an elementary survey of English philology. A large class in the English Bible has read a carefully selected list of about thirty passages from the old testament, including a survey of prophecy, poetry and wisdom, with a careful study of Job. A literary rather than a historical method and a constant attention to the place of the Bible in English Literature seem to justify the inclusion of this course in the department.

"The department has observed in one way or another the anniversaries of Milton, Poe, Fitzgerald, and other English and American writers. The Milton celebration took the form of a dramatic rendition of "Comus" in the Alumni Gymnasium on the evening of December 9th. Men and women of the three upper classes united, as students of the English department, in a performance which was highly commended by many who witnessed it. The training of the speakers was in charge of Assistant Professor Frazier; the general management was undertaken by Professor Slater with student assistance. This performance called public attention to the literary activity of the college in a somewhat unusual way, and the training received by the students was also valuable. A small balance remained after expenses had been paid, which will be devoted to the purchase of lantern slides and other illustrative material for the department."

Dr. Havens says: "In the literature courses I have aimed to do extensive rather than intensive work. The courses have been based on extended reading on the part of the students rather than classroom lectures or study of a text-book. The time in class has been devoted to guiding the students' reading, opening their eyes to beauties and defects which they might not themselves observe, and thus to building up an appreciation of literature and standards for judging it.

"Last Christmas I read a paper on Milton and the Revival of the Sonnet, before the Modern Language Association of America assembled at Princeton. The last number of *Englische Studien* also contains two articles by me: Seventeenth Century Notices of Milton and The Early Reputation of Paradise Lost. All of these papers were prepared last year."

Greek. Professor Kendrick expresses the opinion that the course entitled Master Thoughts from Greek Writers required of Sophomores in the philosophical course not only gives those students (who take no Greek) a broad knowledge of Greek thought expressed in Greek literature, but may be made increasingly profitable for all students. He also says regarding the work in elementary Greek, "I hope it may be so arranged that the course may be offered each year. The experiment has worked out exceedingly well and some of my best students are those who began Greek in college."

French. Professor Moore remarks: "Owing to the difficulty in handling an elementary class of forty or upwards in one section I have been reluctantly obliged to sacrifice an elective course in French. I find that I can not give sufficient attention to each one of my students in elementary classes the size of those I have taught this year."

Mathematics. Professor Gale reports: "The work of the department has gone more smoothly this year than any year since I have been connected with the university. This is due in part to the policy of excluding students from courses which they are not properly prepared to take, a policy which has taken some time to become really effective. A result is seen in the fact that every student who took the final examination in analytic geometry continued with both portions of the calculus. The main cause for the effectiveness of the year's work seems to me to lie in the fact that this year for the first time there has been an assistant in the department with adequate mathematical training. We are fortunate in being able to retain Mr. Watkeys' services for another year."

Physics. Professor Lawrence mentions that there have been added to the equipment "a forty-cell storage battery and a Geneva Society chronograph. The former has just been installed. The chronograph has been in use during the current term in making determinations of the force of gravity. Two standard resistance sets have also been added. With the aid of the chronograph a value of the force of gravity has been established for this locality reaching to five significant figures. Also the horizontal intensity of the earth's magnetic force has been measured with a higher degree of accuracy than heretofore attained. Its value reaches to three significant figures. The mechanician of the department has proved equal to his work. The apparatus has been maintained in good repair and many practice pieces have been made. The wiring of the laboratory has been finished as planned."

Chemistry. Professor Chambers reports: "Some new courses have been introduced and some changes made in the old ones. Elementary General Chemistry, formerly a five hour lecture and recitation course, is now a combined labora-

tory and class room course. Two distinct courses in Qualitative Analysis have been given, one for students who could only give one term to the subject and a longer, two term course, for those that expect to continue work in chemistry. The increased equipment has made it possible to give a comprehensive course in Synthetic Organic Chemistry. A somewhat advanced course in General Chemistry running throughout the year has proven of interest to those that expect to teach the science. An important change has been made in the required work for scientific Sophomores. Beginning September 1909, such students will devote a continuous year to the study of a second course in general chemistry, the laboratory work of which will include the work usually done in a course in qualitative analysis.

"The facilities and equipment for the work have been considerably increased. During the year the capacity of the laboratories was doubled by dividing the rather large drawers and lockers. This change was accomplished none too soon, as every locker was assigned during the spring term. A considerable sum was also expended in increasing the stock of chemicals and common apparatus. Mr. A. P. Frapwell, the Instructor in Chemistry, is to be highly commended for the energetic and efficient manner in which he has taken hold of the work. Mr. H. A. Robinson of the Senior class gave valuable assistance with the laboratory work of the required course in Elementary Chemistry."

Biology. Professor Dodge reports as follows: "The course entitled Biological Theories has been changed materially in scope. Formerly it was a five hour course of illustrated lectures on the structure, activities, relationships and evolution of the principal groups of plants and animals. During the present term it has been given as a two hour course consisting of laboratory work and illustrated lectures on the current biological theories. This change has

made it possible to incorporate much of the subject matter of the former course into the elementary courses given in the department and to limit the discussion more closely to such topics as are of greater interest to the general student as well as to those who are specialising in biology. The laboratory work is designed especially for those who have not taken the beginning courses. The class this year is small owing to the fact that only Juniors and Seniors were admitted and most of the members of these classes had taken the work in the earlier years of their college course.

"Since the last report the Eaton-Wilbur collection of the birds of this region, the presentation of which by Mrs. James S. Watson and Mrs. Ernest R. Willard was noted in that report, has been arranged in a suitable case and properly labelled. A collector has been engaged without expense to the college to supply some of the species still lacking and to obtain the nests and eggs needed to make a complete representation of our avifauna. The collection of specimens of the American beaver and its work, presented by the late Lewis H. Morgan, has now come into the possession of the University and occupies three sections of one of the wall cases in the zoological museum. In this collection the University has one of the most valuable beaver exhibits extant. Mrs. William R. Taylor, whose gift of a fine photographic lens by Zeiss was acknowledged last year, has generously provided also a very complete camera outfit to which the lens is adapted. Dr. Wheelock Rider, of the class of 1883, in commemoration of the Darwin centenary, has given to the department a complete set of Darwin's works, which gift he has supplemented by a number of other volumes, all of which are very greatly needed for assigned reading in connection with the new course in Biological Theories."

Professor Merrell says: "Our department is now in possession of a large and excellent herbarium which has been

obtained from three principal sources. Two years ago I reported the receipt of about 500 mounted specimens from Mr. James Laird. This last year the Rochester Academy of Science deposited with us a still larger collection with the understanding that it might be used freely by college classes in return for the labor and expense of mounting. These collections are further extended by material which I have preserved during recent years."

History. Professor Morey reports that a new course in English Constitutional History has been given by him and that two new courses, one in Modern History and one in the History of the Nineteenth Century have been given by Dr. Patton.

Economics. Dr. Patton mentions the two new courses given by him this year, one on Money and Banking and the other on Railway Transportation, and adds, "Additional funds for the purchase of books are the greatest need of the department."

Physical Education. Dr. Stroud submits a long and interesting report. In addition to the regular instruction "several physicians of the city were invited to lecture to the under-classmen on hygiene, treating such themes as tuberculosis, diet, infectious diseases, sexual hygiene, etc. The Director also discussed these subjects with special reference to their connection with physical exercise, and later examined the classes upon the same."

Dr. Stroud recommends that "the routine gymnastics be supplemented by more popular and, perhaps, more profitable forms of exercise. It is significant of the present trend of physical training that all gymnastic plants now being equipped plan fuller accommodations for recreative games and sports and that each man is allowed to elect the sport that is most agreeable to him."

An extension of the gymnasium building is suggested, to provide room in the basement for a base ball cage, and on the main floor for basket ball, hand ball and in-door base ball or tennis. The need of better provision for out-door sports is emphasized, especially a cinder running track around the athletic field and courts on the campus for base ball and hand ball.

Dr. Stroud suggests that the relation of the Physical Director to intercollegiate athletics should be accurately defined, in order that the limits of his responsibility for the training and control of the teams may be understood by all. No friction has arisen between the Director and the athletic committees of the Council, yet there must be an ultimate authority somewhere, and Dr. Stroud insists that "this authority and responsibility should rest in the Faculty through its representative the Physical Director."

With reference to the financial side of college athletics Dr. Stroud favors a plan by which "a charge should be made on each student's term bill to cover a fair contribution to the support of the representative student enterprises."

THE NEEDS OF THE LIBRARY

The accompanying report of the Assistant Librarian indicates that the usual number of books have been added to the library by purchase and that a goodly number besides have been received by gift. Having become familiar through many years' service as a member of the Library Committee of the Faculty with certain needs of the library, I take this opportunity to call attention to them briefly.

The annual appropriation for books, periodicals and binding is $2,000. Of this amount $550 are expended for periodicals, chiefly of a technical character, covering all de-

partments of learning—language, science, mathematics, history, philosophy, etc. Such periodicals are the most valuable part of a library intended for students and teachers, as they contain the first hand results of the most recent investigation. Our periodical list is meagre, but it contains the best journals in every line in English, French and German. The annual cost of binding is $350, chiefly devoted to binding and so making permanently useful the periodicals just referred to. The sum of $100 is set apart for general works such as encyclopedias, atlases, dictionaries and works upon miscellaneous subjects such as biography, travel, etc. The remainder, $1,000, is divided between the departments of instruction, to be expended by the twenty-four teachers in the college for books upon the subjects which they teach and study. It is easy to see that the amount per capita that each teacher controls is very small. The amounts very between $25 and $100, according to the number and general character of the books needed by the several departments. This sum, $1,000, available for the use of the several departments has remained unchanged for nearly twenty years, while the number of teachers and the number of students have almost doubled and the number of courses of instruction has increased nearly threefold.

Obviously on such an income no department can supply itself with all the important books that appear annually upon the subjects which it covers. Only the most indispensable and inexpensive works can be obtained. This limitation falls most heavily on the departments of ancient and modern languages, English and foreign literature, history and economics, philosophy and education, for they possess no expensively equipped laboratories in which the chief work of investigation is carried on. The college library is their only laboratory; books are their only instruments of research. From the standpoint of these departments in par-

ticular, as well as upon general grounds, I feel justified in urging the importance of a large increase in the amount of money devoted to the purchase of books.

There is at least equal need of increased expenditure in the administration of the library. The time of the attendants now employed and their student assistants is fully occupied in the routine duties of cataloguing and handling books, keeping the records of the library, etc. A most important function of the library is necessarily almost neglected, that of drawing the attention of readers to the works which it contains and assisting them in the investigation of subjects of study. This duty, therefore, so far as the students of the college are concerned, falls upon their instructors, who are already overburdened with the work of teaching. A competent reference librarian, intelligent and active minded, familiar with the principal subjects of college study and trained in modern library methods, is another great desideratum of our college library.

Our library is an unusually well selected collection of books. It is housed in a magnificent building which will always be an honor to its generous donor. It is administered in a broad spirit of helpfulness to the whole community. An increase in the library fund sufficient to provide more adequately for its growth and to render its resources more fully available would immensely enlarge its usefulness.

In conclusion I wish to express my appreciation of the courtesy shown me during the year by the Trustees and Alumni, the constant helpfulness of my colleagues in the Faculty and the co-operation of the undergraduates in facilitating the performance of my temporary duties.

Respectfully,

May 18, 1909. HENRY F. BURTON.

Courses of Instruction Given in 1908-1909

RHETORIC

1. Dr. Havens—Exposition. Autumn term, three sections, two hours a week. 76 men, 40 women, total 116.
2. Professor Slater—Argumentative Composition. Winter term, three sections, two hours a week. 69 men, 35 women, total 104.
3. Dr. Havens—Description and Narration. Spring term, three sections, two hours a week. 64 men, 37 women, total 101.
4. Dr. Havens—Sophomore Composition. Autumn term, two hours a week. 23 men, 3 women, total 26.
5. Professor Slater—Junior Forensics. Autumn term, two hours a week. 34 men, 32 women, total 66.
6. Professor Slater—Daily Themes. Autumn term, two hours a week. 2 men, 10 women, total 12.
8. Professor Slater—Senior Orations. Autumn term, one hour a week. 37 men, 19 women, total 56.

PUBLIC SPEAKING—PROFESSOR FRAZIER

1. Extempore Speaking. Autumn term, five sections, one hour a week. 70 men, 38 women, total 108.
2. Expository Speaking. Winter term, three sections, one hour a week. 71 men, 37 women, total 108.
3. Oratory. Spring term, five sections, one hour a week. 65 men, 34 women, total 99.

4. Junior Debates. Winter term, two sections, one hour a week. 39 men, 32 women, total 71.
5. Senior Debates. Winter term, two sections, one hour a week. 37 men, 22 women, total 59.

Also drill in preparation for Sophomore declamation, for Senior chapel orations, for Colgate-Rochester debate, for Alling Prize debate and for Commencement orations.

ENGLISH

1. Professor Slater—English Literature. Autumn term, two sections, two hours a week. 64 men, 29 women, total 93.
2. Professor Slater—English Literature. Winter term, two sections, two hours a week. 53 men, 25 women, total 78.
3. Dr. Havens—The Romantic Poets. Winter term, three hours a week. 3 men, 13 women, total 16.
4. Dr. Havens—Chaucer. Spring term, three hours a week. 6 men, 25 women, total 31.
5. Dr. Havens—American Literature. Winter term, two hours a week. 13 men, 19 women, total 32.
6. Professor Slater—Shakspere. Autumn term, three hours a week. 2 men, 9 women, total 11.
9. Professor Slater—Nineteenth Century Prose. Spring term, two hours a week. 10 men, 22 women, total 32.
10. Professor Slater—Victorian Poetry. Spring term, three hours a week. 6 men, 22 women, total 28.
11. Professor Slater—English Bible. Spring term, two hours a week. 24 men, 21 women, total 45.
16. Dr. Havens—Milton. Winter term, three hours a week. 3 men, 18 women, total 21.
18. Professor Slater—Teachers' Course. Spring term, three hours a week. 7 women, total 7.

GREEK—PROFESSOR KENDRICK

1. Lysias. Autumn term, five hours a week.
10 men, 8 women, total 18.
2. Euripides—Iphigenia among the Taurians. Spring term, five hours a week.
9 men, 8 women, total 17.
3. Plato—Apology. Winter term, five hours a week.
12 men, 7 women, total 19.
4. Lyric Poets. Spring term, five hours a week.
2 men, 1 woman, total 3.
6. Greek New Testament—I Corinthians and Gospel of Mark. Spring term, five hours a week.
7 men, 4 women, total 11.
7. Plato—Phaedo. Autumn term, five hours a week.
1 man, 4 women, total 5.
7. Plato—Republic. Winter term, five hours a week.
1 man, 4 women, total 5.
11. Greek Reading. Throughout the year, one hour a week.
11a. Plato—Crito. Autumn term. 4 men, total 4.
11b. Cebes' Tablet. Winter term. 3 men, 3 women, total 6.
11c. Xenophon's Memorabilia. Spring term.
2 men, 2 women, total 4.
11d. Greek Old Testament—I Maccabees. Spring term.
3 men, total 3.
12. Master Thoughts from Greek Writers. Winter term, five hours a week.
29 men, 30 women, total 59.

LATIN

1. Professor Hoeing—Livy. Winter term, two sections, five hours a week. 20 men, 37 women, total 57.

2. Professor Hoeing—Horace. Autumn term, two sections, five hours a week.
33 men, 29 women, total 62.
3. Professor Hoeing—Tacitus and Juvenal. Spring term, two sections, five hours a week.
26 men, 25 women, total 51.
4. Professor Burton—Catullus, Tibullus and Propertius. Autumn term, five hours a week. 4 women, total 4.
7. Professor Hoeing—Plautus and Terence. Spring term, five hours a week.
2 men, 7 women, total 9.
8. Professor Burton—Teachers' Course. Spring term, three hours a week. 5 women, total 5.
9. Professor Burton—Advanced Composition. Spring term, two hours a week. 5 women, total 5.
11. Professor Burton—Historical Latin Grammar. Winter term, five hours a week. 3 women, total 3.
13. Professor Hoeing—Sight Reading in Virgil, Bucolics and Georgics. Autumn and Winter terms, one hour a week. 3 men, 2 women, total 5.
13. Professor Hoeing—Sight Reading in Cicero's Letters. Winter and Spring terms, one hour a week.
7 men, 3 women, total 10.

GERMAN—PROFESSOR SHEDD

1. Elementary German.
a. Autumn term, five hours a week.
23 men, 14 women, total 37.
2. Elementary German.
b. Winter term, five hours a week.
26 men, 16 women, total 42.

3. Intermediate German. Autumn and Spring terms, five hours a week.
   Autumn term. 22 men, 9 women, total 31.
   Spring term. 27 men, 13 women, total 40.
4. Schiller. Autumn term, five hours a week.
   30 men, 14 women, total 44.
5. Lessing. Spring term, five hours a week.
   16 men, 24 women, total 40.
6. Goethe—Selections. Winter term, five hours a week.
   7 men, 10 women, total 17.
8. Advanced Composition and Conversation. Spring term, five hours a week. 12 women, total 12.
9. Scientific German. Winter term, five hours a week.
   44 men, 11 women, total 55.
10. German Comedy. Throughout the year, one hour a week.
    Autumn term. 8 men, 16 women, total 24.
    Winter term. 7 men, 9 women, total 16.
    Spring term. 11 men, 10 women, total 21.

FRENCH—PROFESSOR MOORE

1. Elementary French.
   a. Autumn term, five hours a week.
      25 men, 22 women, total 47.
   b. Winter term, five hours a week.
      26 men, 7 women, total 33.
2. Elementary French.
   a. Winter term, five hours a week.
      27 men, 20 women, total 47.
   b. Spring term, five hours a week.
      37 men, 8 women, total 45.

3. Modern French Prose and Poetry. Spring term, five hours a week. 21 men, 28 women, total 49.
4. Scientific French. Spring term, two hours a week. 17 men, total 17.
5. French Drama. Autumn term, five hours a week. 6 men, 9 women, total 15.
6. Advanced Composition. Winter term, three hours a week. 1 man, 9 women, total 10.

SPANISH—PROFESSOR MOORE

1. Elementary Spanish. Autumn term, five hours a week. 4 men, 7 women, total 11.
2. Select Readings. Winter term, five hours a week. 2 men, 6 women, total 8.
3. Classic Prose and Poetry. Spring term, three hours a week. 5 women, total 5.

MATHEMATICS

1. Professor Gale and Mr. Watkeys—Solid Geometry. Autumn term, four sections, four hours a week. 73 men, 34 women, total 107.
2. Professor Gale, Mr. Lamson and Mr. Watkeys—Trigonometry. Winter term, three sections, four hours a week. 65 men, 37 women, total 102.
3. Professor Gale, Mr. Lamson and Mr. Watkeys—Advanced Algebra. Spring term, three sections, four hours a week. 67 men, 37 women, total 104.
4. Professor Gale—Analytic Geometry. Autumn term, five hours a week. 28 men, 4 women, total 32.
5. Professor Gale—Differential Calculus. Winter term, five hours a week. 22 men, 3 women, total 25.

6. Professor Gale—Integral Calculus. Spring term, five hours a week. 23 men, 4 women, total 27.
8. Mr. Watkeys—Descriptive Geometry. Winter term, five hours a week. 26 men, total 26.
10e. Professor Gale and Mr. Watkeys—Differential Equations. Autumn term, three hours a week. 2 men, 1 woman, total 3.
11b. Professor Gale—Geometric Transformations. Winter term, five hours a week. 1 woman, total 1.

MECHANICAL DRAWING

1. Mr. Watkeys—Mechanical Drawing. Autumn term, five hours a week. 24 men, total 24.

PHYSICS

A. Professor Lawrence—General Course. Autumn term, five hours a week class work. 18 men, 13 women, total 31.
1. Professor Minchin—Mechanics and Heat. Autumn term, three hours a week class work, four hours a week laboratory. 41 men, 2 women, total 43.
2. Professor Minchin—Sound and Light. Spring term, three hours a week class work, four hours a week laboratory. 43 men, 3 women, total 46.
3. Professor Lawrence—Electricity. Winter term, three hours a week class work, four hours a week laboratory. 38 men, 2 women, total 40.
4. Professor Lawrence—Dynamo and Motor. Spring term, two hours a week class work, six hours a week laboratory. 9 men, total 9.

5. Professor Lawrence and Professor Minchin—Physical Measurements. Throughout the year, ten hours a week laboratory.

Autumn term.	8 men, total 8.
Winter term.	7 men, total 7.
Spring term.	6 men, total 6.

7. Professor Lawrence—Electrical Measurements. Spring term, ten hours a week laboratory.

1 man, total 1.

ASTRONOMY—PROFESSOR MINCHIN

1. General Astronomy. Spring term, five hours a week class work. 17 men, 1 woman, total 18.

CHEMISTRY

A. Professor Chambers and Mr. Frapwell—General course. Spring term, two hours a week class work, six hours a week laboratory.

46 men, 24 women, total 70.

2a. Professor Chambers and Mr. Frapwell—Qualitative Analysis, short course. Autumn term, two hours a week class work, six hours a week laboratory.

21 men, 1 woman, total 22.

2b. Professor Chambers — Qualitative Analysis, long course, part 1. Autumn term, two hours a week class work, six hours a week laboratory.

16 men, 1 woman, total 17.

2c. Professor Chambers — Qualitative Analysis, long course, part 2. Winter term, two hours a week class work, six hours a week laboratory.

18 men, 1 woman, total 19.

3a. Mr. Frapwell—Quantitative Analysis, general course. Winter term, two hours a week class work, six hours a week laboratory. 14 men, 1 woman, total 15. Repeated in Spring term.

22 men, 1 woman, total 23.

3b and 3c. Professor Chambers and Mr. Frapwell—Quantitative Analysis, special courses. Throughout the year, 1–2 hours class work, 6–8 hours laboratory.

Autumn term. 10 men, 1 woman, total 11.
Winter term. 6 men, total 6.
Spring term. 9 men, total 9.

4a. Professor Chambers—Organic Chemistry, part 1. Winter term, two hours a week class work, six hours a week laboratory. 13 men, total 13. Repeated in Spring term. 3 men, total 3.

4b. Professor Chambers—Organic Chemistry, part 2. Spring term, two hours a week class work, six hours a week laboratory. 11 men, total 11.

6. Professor Chambers—Teachers' Course. Throughout the year, three hours a week class work, four hours a week laboratory (Optional).

Autumn term. 4 men, 1 woman, total 5.
Winter term. 3 men, total 3.
Spring term. 5 men, total 5.

BIOLOGY

1. Professor Merrell—Biology of the Cell. Autumn term, two hours a week class work, six hours a week laboratory. 24 men, 7 women, total 31.

2. Professor Dodge—Biology of the Animal. Winter term, two hours a week class work, six hours a week laboratory. 16 men, 5 women, total 21.

3. Professor Merrell—Biology of the Plant. Spring term, two hours a week class work, six hours a week laboratory. 27 men, 3 women, total 30.
4. Professor Merrell—Systematic Botany. Spring term, two hours a week class work. 6 men, 3 women, total 9.

4a. Professor Merrell—Advanced Systematic Botany. Spring term, two hours a week class work, six hours a week laboratory. 2 men, total 2.

5. Professor Dodge—Biological Theories. Spring term, two hours a week class work. 12 men, 6 women, total 18.
6. Professor Dodge—Physiology. Autumn term, three hours a week class work, two hours a week laboratory. 8 men, 12 women, total 20.
7. Professor Dodge—Bacteriology. Autumn term, ten hours a week laboratory with quizzes. 6 men, total 6.
8. Professor Dodge—Histology. Winter term, ten hours a week laboratory with quizzes. 6 men, 1 woman, total 7.
9. Professor Dodge—Embryology. Spring term, ten hours a week laboratory with quizzes. 1 man, total 1.
10. Professor Merrell—Morphology of Cryptograms. Autumn term, two hours a week class work, six hours a a week laboratory. 1 man, total 1.
11. Professor Merrell—Morphology of Phanerogams. Winter term, two hours a week class work, six hours a week laboratory. 1 man, total 1.

GEOLOGY—PROFESSOR FAIRCHILD

1. Mineralogy. Winter term, ten hours a week laboratory. 19 men, 2 women, total 21.

2. Elementary Geology. Spring term, five hours a week and field work. 40 men, 29 women, total 69.
3. Physical Geology. Autumn term, ten hours a week, laboratory, field and class work.
7 men, 1 woman, total 8.
4. Historical Geology. Spring term, ten hours a week, laboratory, field and class work.
12 men, 1 woman; 1 man special, total 14.
5. Meteorology. Winter term, three hours a week laboratory. 38 men, 1 woman, total 39.
6. Physiography. Winter term, two hours a week laboratory. 13 men, 1 woman, total 14.
8. Advanced Physical Geology. Autumn term; specially assigned work. 2 men, total 2.
11. Glacial Geology. Autumn term, specially assigned work. 3 men, total 3.

HISTORY AND POLITICAL SCIENCE

1. Dr. Patton—Mediaeval History. Autumn term, two sections, three hours a week.
69 men, 33 women, total 102.
2. Dr. Patton—Modern European History. Winter term, two sections, three hours a week.
67 men, 29 women, total 96.
3. Dr. Patton—History of the Nineteenth Century. Spring term, three hours a week.
37 men, 7 women, total 44.
5. Professor Morey—The Modern States System. Autumn term, five hours a week.
30 men, 25 women, total 55.
6. Professor Morey—English Constitutional History. Winter term, five hours a week.
27 men, 25 women, total 52.

8. Professor Morey—American Constitutional Law. Autumn term, five hours a week.
13 men, 1 woman, total 14.
9. Professor Morey—Roman Civil Law. Winter term, five hours a week. 17 men, 4 women, total 21.
10. Professor Morey—International Law and Diplomacy. Spring term, five hours a week, taken as a reading course in the absence of Professor Morey.
15 men, 1 woman, total 16.

ECONOMICS—DR. PATTON

1. Principles of Economics. Autumn term, two sections, five hours a week. 76 men, 39 women, total 115.
2. Money and Banking. Winter term, five hours a week.
15 men, 3 women, total 18.
3. Railway Transportation. Spring term, five hours a week. 26 men, total 26.

PHILOSOPHY—PROFESSOR FORBES

1. Psychology. Autumn term, five hours a week.
40 men, 29 women, total 69.
2. Logic. Winter term, five hours a week.
40 men, 32 women, total 72.
3. Ethics. Spring term, five hours a week.
37 men, 31 women, total 68.
4. Metaphysics. Autumn term, five hours a week.
19 men, 13 women, total 32.
6. History of Modern Philosophy. Winter term, two hours a week. 11 men, 9 women, total 20.
Spring term, two hours a week.
3 men, 6 women, total 9.
7. Institutes of Education. Winter term, five hours a week. 13 men, 16 women, total 29.

8. History of Education. Spring term, five hours a week.
8 men, 17 women, total 25.

BIBLICAL LITERATURE—PROFESSOR STRONG

1. The Life and Teachings of Jesus. Autumn term, three hours a week. 2 men, 4 women, total 6.

HISTORY OF ART—DR. DENIO

History of Italian Art. Winter term, three hours a week.
10 women, total 10.
Spring term, three hours a week.
10 women, total 10.

PHYSICAL EDUCATION—DR. STROUD

During the first term the Freshmen were physically examined and recommendation of special exercises was given when needed. The prescribed gymnastic and athletic exercises have been given to the two lower classes, and all possible opportunity has been offered for field sport and team games.

The Report of the Assistant Librarian

To the Acting President:

The report on the Library for the year May 1, 1908, to April 30, 1909, is as follows:

The last entry on the accession book a year ago was No. 48,998. The last entry is now No. 51,175, an increase of 2,177. The number of volumes considered as now belonging to the Library is 50,373, besides the portion of the Harkness collection awaiting cataloguing, and the Fairchild Geological Library, which is shelved and administered in the Geological Laboratory.

The 2,177 added volumes are classified as to source as follows:

	Vols.	
Purchased, Rathbone Library Fund	559	
Purchased, Sage Fund	48	
Purchased, Terry Fund	76	
Purchased, Willard Fund	4	
Purchased, Fassett Fund	44	
Purchased, Welles Fund	5	
Purchased, Sage, Hale and Hubbell Fund	6	
Purchased, Graduate Scholarships Funds	5	
Purchased, General Fund	186	
		933
Presented, Sibley Musical Library	223	
Presented, Harkness Library	543	
Presented, State Education Department Grant	57	
Presented, Various donors, or deposited by the United States government	421	
		1244
		2177

Besides departments, officers and legislators of the National, State and other governments, corresponding institutions of learning, the publishers of several periodicals and the publishers for several learned bodies, the following have been donors of books to the Library during the year:

Mr. Frank Allaben; American School of Classical Studies at Rome; the Mary S. Anthony Trust Committee; Mr. Raymond H. Arnot; C. W. Bardeen; Frederick Betz, '06; Mr. Charles Bradley; Prof. Isabelle Bronk; the class of 1908; Prof. G. A. Coe, Ph. D., '84; Donald Currie & Co.; Mr. Henry G. Danforth; Miss E. H. Denio, Ph. D.; First Church, Scientist, of Rochester; Prof. J. H. Gilmore, Ph. D.; Mr. R. D. Havens, Ph. D., '02; Mr. Thomas Hughes; the *Interpres* Board of '09; Mrs. Helen Kendrick Johnson; Mr. Arthur L. Lesher; Prof. W. D. Merrell, Ph. D., '91; the late Prof. A. H. Mixer, LL. D.; Rev. A. A. Newhall, '72; the Open Court Publishing Co.; the heirs of Rev. J. R. Page, D. D.; Rev. H. C. Peepels; Hon. James Breck Perkins, '67; the Railway News Bureau; Prof. G. L. Raymond, L. H. D.; Wheelock Rider, M. D., '83; Mr. J. L. Rosenberger, '88; Mr. Edwin J. Sellars; Prof. K. P. Shedd, '89; Mr. Hiram W. Sibley; B. G. Teubner; Rev. F. A. Vanderburg, Ph. D., '76; Prof. H. C. Vedder, D. D., '73; Mrs. James S. Watson.

During the year bills on account of the Library were certified to the Treasurer as follows:

For books	$1,335.68
For periodicals	662.22
For binding	217.03
For library supplies	11.00
	$2,225.93

The current expense account is as follows:

On hand, May 1, 1908	$58.96
Received for fines, etc.	83.68
	$142.64
Paid for postage, express, and supplies	83.38
Balance on hand	$59.26

Of the Sage, Hale and Hubbell Fund, given for the purchase of "Les Grands Ecrivains de la France," $87.18 remains for the purchase of the volumes of the series yet to be published; of the Welles Fund for Italian books $62.27 remains unspent; of the Fassett Fund for Spanish books $12.77 remains unexpended; and of the Graduate Scholarships Funds appropriated for the purchase of books, $104.04 is not expended.

Respectfully submitted,

H. K. PHINNEY,

Assistant Librarian.

TREASURER'S REPORTS

THE UNIVERSITY OF ROCHESTER

MAY 1, 1909

JOSEPH T. ALLING
Treasurer

F. L. LAMSON, Asst. Treasurer

SECURITY TRUST COMPANY
Fiscal Agent

FIDELITY TRUST COMPANY
Depository of Permanent Funds

General Statement

PRODUCTIVE ASSETS

Mortgage Loans		$505,398.00	
Railroad and Other Bonds		266,000.00	
Real Estate		45,067.98	
Call Loans		650.00	
Cash in Security Trust Company		30.49	
Cash in Fidelity Trust Company		23,911.87	841,058.34

NON-PRODUCTIVE ASSETS

Campus and President's House		238,708.02	
University Buildings—			
Anderson Hall	42,640.16		
Sibley Hall	114,985.36		
Reynolds Laboratory	28,118.55		
Alumni Gymnasium	28,787.55		
Central Heating Plant	29,003.99		
Eastman Laboratories and Furniture	93,393.32	336,928.93	575,636.95
Library		81,224.96	
Furniture		9,229.64	
Geological Museum		40,110.75	
Zoological Museum		649.91	
Geological Apparatus		1,347.89	
Physical Apparatus		19,925.76	
Chemical Apparatus		9,425.65	
Biological Apparatus		7,070.10	
Art Collection		6,904.00	175,888.66
Bills Receivable			18,432.11
			1,611,016.06

General Statement

General Fund		$594,740.53
Library Fund—		
Rathbone Fund	25,000.00	
Willard Fund	1,000.00	
E. O. Sage Fund	5,000.00	
S. S. Terry Fund	2,500.00	33,500.00
Building Fund—		
Anderson Hall	40,000.00	
Sibley Hall	114,917.73	
Reynolds Laboratory	28,000.00	
Alumni Gymnasium	20,144.22	
Central Heating Plant	29,003.99	
Eastman Laboratories	103,105.40	
President's House	31,084.70	366,256.04
Professorship Fund		227,769.09
Anderson Alumni Fund		27,674.76
Women's Educational Fund		41,079.19
Scholarship Fund		74,693.16
Women's Scholarship Fund		10,000.00
Applied Science Fund		100,828.00
Prize Funds		16,000.00
Library		81,224.96
Ward Cabinet Fund		28,248.06
Premium Account		3,918.47
Eaton Bird Collection Fund		95.00
President's Loan Fund		614.26
Profit and Loss Account		4,374.54
		1,611,016.06

Current Expenses

May 1, 1908 to May 1, 1909

CASH DISBURSEMENTS

Salaries		$55,320.58	
Annuities		660.00	
Buildings and Grounds—			
Anderson Hall	250.87		
Sibley Hall	16.75		
Reynolds Laboratory	148.73		
Alumni Gymnasium	498.96		
Heating Plant	98.40		
Eastman Laboratories	53.21		
President's House	46.91		
Campus	241.11		
Miscellaneous	151.15	1,506.09	
Supplies—			
Biology	260.39		
Chemistry	1,265.92		
Geology	46.47		
Physics	289.11		
Gymnasium	5.86		
Library	1.00		
Office	73.05		
Art	3.25		
Miscellaneous	127.44	2,072.49	
Miscellaneous Expense		181.45	
Heat		2,018.89	
Light & Power		687.12	
Assessments		258.58	
University Bulletins		764.75	
Stationery, Printing & Postage		812.98	
Insurance		317.68	
Public Functions		1,073.33	
Prizes		485.00	
Traveling Expenses		236.95	
Advertising		141.50	
Athletics		25.00	
Interest		435.20	
Library		2,268.79	
Bills Payable		14,000.00	
Rented Property		1,866.25	
Fiscal Agent		200.00	
Morgan Expense Fund		200.22	
University Council		200.00	$85,732.85
Balance May 1, 1908			1,296.76
			$87,029.61

Current Expenses

May 1, 1908 to May 1, 1909

CASH RECEIPTS

Income from Interest and Dividends		$36,136.89	
Income from Rented Property		2,755.27	
Income from Bills Receivable		1,899.00	
Income from Tuition		25,559.50	66,350.66
Carnegie Foundation Fund		3,100.00	
Library Appropriation		823.79	
Miscellaneous Receipts		502.74	
Alumni Maintenance Fund—			
Class of 1857	12.00		
1858	10.00		
1859	10.00		
1861	25.00		
1862	10.00		
1865	100.00		
1871	10.00		
1875	700.00		
1876	30.00		
1877	216.91		
1878	200.00		
1879	100.00		
1880	15.00		
1886	10.00		
1887	5.00		
1890	5.00		
1891	10.00		
1892	5.00		
1893	43.00		
1895	20.00		
1898	105.00		
1902	25.00		
1904	5.00		
1905	25.00		
1907	36.00	1,732.91	
Gifts from W. C. Sheppard—Prize	25.00		
Gifts from I. S. Wile—Prize	25.00		
Gifts from J. T. Alling—Prize	50.00		
Gifts from Mrs. E. S. Watson	200.00		
Gifts from Mrs. A. B. Taylor	150.00		
Gifts from N. Y. State Education Department	100.00	550.00	
Bills Payable		14,000.00	20,709.44
			87,060.10

Permanent Fund Account

DISBURSEMENTS

May 1, 1908 to May 1, 1909

Biological Apparatus		$ 84.66
Chemical Apparatus		991.80
Physical Apparatus		470.46
University Buildings:—		
Anderson Hall	111.15	
Sibley Hall	1.90	
Reynolds Laboratory	118.55	
Eastman Building	674.00	905.60
Campus		1,971.77
Furniture		182.15
Mortgage Account		53,250.00
Real Estate		67.00
Bond Account		70,000.00
Premium Account		1,368.75
Eaton Bird Collection Fund		500.00
President's Loan Fund		155.00
Library Appropriation		823.79
		$130,770.98
Cash on hand May 1, 1909		23,911.87
		$154,682.85

Permanent Fund Account

RECEIPTS

May 1, 1908 to May 1, 1909

Balance in Bank May 1, 1908	$19,137.86
Mortgage Account	50,450.00
Real Estate	6,240.00
Call Loan Account	860.00
Applied Science Fund	76,009.00
President's Loan Fund	130.00
Rogers Estate	984.08
Gifts	71.91
Premium Account	800.00
	$154,682.85

Summary Tuition Account

College Year 1908–1909

CHARGES MADE

Tuition		$24,936.00
Laboratory Fees—		
Biological	496.00	
Chemical	2,298.50	
Geological	44.00	
Physical	533.50	3,372.00
Incidentals		7,494.25
Tuitions anticipated		31.50
		$35,833.75

RECEIPTS

Cash	25,559.50	
Scholarships	6,476.00	
Deferred Tuition Notes	2,313.75	
Employment Orders	1,207.50	
Tuitions due	277.00	35,833.75

Library Account

Paid Cash for Books, Binding, etc.	$2,268.79
Paid Cash for Salaries	1,260.00
Services Paid by Tuition	466.00
	$3,994.79

Credit

By Cash from Library Funds	$1,340.00
By Cash from New York State Education Department	100.00
By Cash from Mrs. E. S. Watson	5.00
	$1,445.00

THE LIBRARY OF THE
APR 6 1931
UNIVERSITY OF ILLINOIS

Morgan Fund

GENERAL STATEMENT

PRODUCTIVE ASSETS

Mortgage Loans	$13,775.00
Bank Certificate	27,000.00
Cash in Fidelity Trust Company	41,379.30
Cash in Rochester Trust & Safe Deposit Co.	1,488.01
	83,642.31

NON-PRODUCTIVE ASSETS

Books, Art Collection, etc.	6,739.84
	90,382.15

General Fund	85,832,17
Income from Interest	4,577.48
	90,409.65
Less Disbursements	27.50
	90,382.15

UNIVERSITY OF ILLINOIS-URBANA
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